

Analysis of Interest in Learning Physical Education in Students MIN 1 Bengkulu City

 Liqa Avloren Dery

Universitas Bengkulu
Universitas Bengkulu, Indonesia
✉ liqa.avloren@gmail.com*



Article Information:

Received September 6, 2023

Revised September 26, 2023

Accepted September 30, 2023

Keywords:

Interest in Learning; Physical Education

Abstract

This study aims to determine student interest in learning physical education at MIN 1 Bengkulu City. The method used is quantitative descriptive research in the form of a survey method. The subjects of this study were class Va students who were recorded as 38 students. The instrument used is a questionnaire. The analysis technique used is pouring the frequency into percentage form. The highest frequency obtained is that students' interest in learning physical education is in the moderate category, totaling 11 students or with a percentage of 28.94%. The results obtained then were in the very high category, totaling 10 students or with a percentage of 26.31%, the low category amounted to 10 students or with a percentage of 26.31%, and the last result obtained was in the very low category totaling 7 students or with a percentage of 18.42%.

A. Introduction

Education plays a very important role in improving the quality of human resources, because it can change and make a person's personality better, directed and moral (Pagarra, 2016). In other words, education is one of the basic needs of everyone in improving self-development for their survival (Andira et al., 2022). Education is also an activity of transferring knowledge, experience, values or skills to the next generation as an effort made by previous generations to prepare for the functions of life in an easier generation, both spiritually and physically (Kurniawan, 2017). Education aims to develop the potential of individuals who are competitive, innovative, creative, collaborative and have character (Riyani et al., 2021).

The development of the education system in Indonesia goes through several processes, starting from kindergarten/early childhood, elementary, junior high, high school and college levels (Karisma et al., 2022). Salah satu penunjang terwujudnya pembangunan sumber daya manusia yaitu melalui pendidikan. One of the supports for the realization of human resource development is through education. Education problems have existed since humans were born on earth. Education can be obtained anywhere, whether it is education provided from parents, education provided by schools, even education can also be obtained from the surrounding environment (Nasional, 2003).

According to Law No.20 of 2003 concerning the National Education System, education is a planned conscious effort to create a learning atmosphere in the learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Improving the quality of education can be done through improving the learning process. The learning process is an interaction activity between teachers and students that involves learning and teaching activities to achieve educational goals. Success in the learning process can be influenced by students' interest in learning. According to Ricardo & Meilani (2017) interest in learning is a factor driving students in learning based on a sense of interest, pleasure, attention and desire to learn without anyone telling them to. Therefore, the successful achievement of learning objectives is influenced by student interest in learning, students who have a great interest in learning will have a strong and persistent urge to continue learning.

How to Cite : Dery, L. A. (2023). Analysis of Interest in Learning Physical Education in Students MIN 1 Bengkulu City. *Indonesian Journal of Sport, Health and Physical Education Science*, 1(1), 25–29. Retrieved from <https://doi.org/10.58723/inasport.v1i1.76>

ISSN : 3026-3697

Published By : CV Media Inti Teknologi

Interest is an important aspect of life. Interest is the basis that encourages someone to do something consciously without coercion to obtain specific subjects, activities, understanding, and skills. According to [Nisa & Renata \(2018\)](#) declared that interest is a sentiment of curiosity about a thing or activity, and that pleasure tends to pay attention and eventually actively engage in the activity. Someone who has an interest in an activity will pay attention consistently with feelings of pleasure. According to [Halik et al. \(2019\)](#) states that learning is a process of change in behavior towards changes in good behavior, where these changes occur through training or experience.

A person may become interested in learning because they experience pleasure, which motivates them to carry out learning activities. [Matrona \(2016\)](#) asserts that a person's or student's interest in learning is defined as their liking of, or interest in, learning activities. This is demonstrated by their excitement, participation, and activity in learning as well as their understanding of the significance of these activities in bringing about changes in their knowledge, attitudes, skills, habits, and learning experiences. According to some of the aforementioned viewpoints, a person's interest in learning is a sensation that they can experience when they change their behavior to establish ongoing particular attention and develop the capacity or talent to solve difficulties on their own without external compulsion. ([Rojabiyah & Setiawan, 2019](#)).

A feeling of interest in anything that positively affects completing an activity can also be considered interest in learning. Learning activities won't function well without interest. Enthusiasm for learning, how well students adhere to class instructions, and the accuracy of the minutes recorded in the student book are all indicators of students' interest in the instructional process. So interest is very influential for supporting learning, because interest comes from within a person who generates energy to learn and get the desired results ([Rahayu et al., 2021](#)).

In learning interest has several characteristics. According to [Syardiansah \(2016\)](#) The characteristics of learning interest are having a fixed tendency to pay attention and remember something continuously, gaining pride and satisfaction in things that are of interest, participating in learning, and learning interest is influenced by culture. When students have an interest in learning, students will always actively participate in learning and will provide good achievement in achieving learning achievement.

According to [Matrona \(2016\)](#) Two elements affect a person's interest in learning: internal factors are those that originate from inside them on a physical, spiritual, and psychological level, and external factors are those that originate from outside of them on the levels of family, school, and society. According to the opinion of [Hendriana et al. \(2017\)](#) A student's like or enjoyment of learning, their interest in learning, their engagement in learning, their diligence in learning and completing arithmetic tasks, their disciplined and rigorous studying, and their study regimen are all examples of learning indicators. Physical education is one area of science and technology (IPTEK) that is expanding quickly in the globalization period ([Hemayanti et al., 2020](#)).

Physical education is a method of teaching that involves learning via intentional, methodical, and intense physical exercises to promote the development of moral, social, emotional, cognitive, motor, and physical skills ([Supriyadi, 2018](#)). In line with research [Nursyam \(2019\)](#), Physical Education Sports and Health (PJOK) is a process of learning via physical exercises intended to enhance motor skills, physical fitness, knowledge and behavior of healthy and active living, sportive attitudes, and emotional intelligence ([Hemayanti et al., 2020](#)).

One of the official courses taught in elementary and secondary schools is physical education. This topic gives students the chance to participate directly in a variety of learning experiences via structured play, physical activities, and sports. The purpose of these educational opportunities is to guide, support, and cultivate a healthy lifestyle. In addition, physical education aims to develop knowledge, skills in sports, improve students' health and physical fitness, and moral actions through physical education lessons.

Based on the experience of researchers during observations at MIN 01 Bengkulu City, the results obtained are that there are several supporting factors for physical learning facilities such as; infrastructure, teachers, and curriculum. Infrastructure facilities at MIN 01 Bengkulu city, among others: volleyball court, soccer field, and sports equipment that is good enough and complete for students to use. There is also an indoor room that can be used for floor gymnastics learning activities and volleyball learning. Then based on observations of students, it was found that not all students were active in participating in physical education learning. There are students who are lazy in participating in physical education lessons, some are less serious and some of them even try with various reasons not to take part in physical education lessons. (such as tired, afraid of the heat because the sport is outdoors, there are also students who take shelter under a tree while chatting with friends when learning takes place.

B. Research Methods

This research is a descriptive study that aims to determine how high the interest of MIN 01 Bengkulu City students in learning physical education. According to [Suharsimi et al. \(2006\)](#) stated that, population is all research subjects. The data analysis technique in this study is to use quantitative descriptive analysis techniques. Descriptive research is not intended to test certain hypotheses, but only describes what it is about a variable. With quantitative research, many are required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results.

Quantitative descriptive research in this study is to see, review and describe with numbers about the object under study as it is and draw conclusions about it according to the phenomena that appear at the time the research is conducted ([Samsudin, 2008](#)). The data collection technique uses a needs questionnaire sheet distributed directly to students and PJOK teachers totaling 38 students in class Va. This questionnaire sheet is useful for knowing the level of needs of sports teachers and MIN 01 students for physical education learning. This research was conducted in March. The population of this study were PJOK teachers and students of MIN 01 Bengkulu City. Data analysis techniques in this study used quantitative data analysis techniques and concluded quantitatively.

C. Result and Discussion

The highest frequency of results obtained from the questionnaire sheet distributed to measure students' interest in learning Physical education lessons is the moderate category, totaling 11 students or with a percentage of 28.94%. The next result is in the very high category totaling 10 students or with a percentage of 26.31%, the low category totaling 10 students or with a percentage of 26.31%, the last category obtained is the very low category totaling 7 students or with a percentage of 18.42%.

The conclusion obtained is that more than half of the students in the class have a moderate interest in learning and a high category of 11 students and 10 students respectively. Meanwhile, the remaining number is included in the low category as many as 17 students. It can be seen in the following table about students' interest in participating in the Physical Education learning process at MIN 01 Bengkulu City.

Table 1. Analysis of Interest in Learning Physical Education Subjects

Total Number of Students	Number of Students in Percentage	Percentage of Score	Category
38	10	26.31%	Very High
	11	28.94%	Medium
	10	26.31%	Low
	7	18.42%	Very Low
Totally	38	100 %	

Based on the analysis conducted, there are several factors that cause students to be disinterested in participating in learning, especially physical education subjects, namely:

1. Lack of motivation in students, both intrinsic and extrinsic motivation.
2. Lack of motivation provided by parents
3. The learning process does not use interactive media
4. The learning process dominantly uses old learning models that are not in accordance with the characteristics of students
5. Lack of infrastructure facilities owned by the school
6. The learning process is carried out in the afternoon (noon entry)
7. The absence of an indoor field causes the field to be hot (very hot) making students lazy to follow the physical education learning process on the school field.
8. Building closeness between students and teachers
9. Students are more interested in playing games in the learning process

Based on this data, changes should be made in all aspects so that students will be interested in participating in the physical education learning process. In general, interest can be defined as an inner element that is responsible for generating, underlying, and directing physical education learning. A person with a high interest in learning will try hard and appear persistent, unwilling to give up and read a lot to improve achievement and solve problems. In contrast, those with low interest in learning are more disinterested,

unconcerned and easily discouraged, therefore, their focus is not on learning. In addition, interest is a psychological condition that can have an impact on the process of learning outcomes and student learning.

D. Conclusion

Based on the results of the research and discussion that has been presented, it can be concluded that the moderate category amounted to 11 students or with a percentage of 28.94%. The next results are in the very high category totaling 10 students or with a percentage of 26.31%, the low category totaling 10 students or with a percentage of 26.31%, the last category obtained is the very low category totaling 7 students or with a percentage of 18.42%.

References

- Andira, P. A., Utami, A., Astriana, M., & Walid, A. (2022). Analisis Minat Siswa Terhadap Hasil Belajar Siswa Dalam Pembelajaran IPA. *PIONIR: Jurnal Pendidikan*, 11(1), 46–57. [Google Scholar](#)
- Halik, A., Israwaty, I., & Monalisa. (2019). Penerapan Metode Directed Reading Thnking Activity (DRTA) untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas V SDN 65 Parepare. *Jurnal Nalar Pendidikan*, 7(2), 125–131. [Google Scholar](#)
- Hemayanti, K. L., Muderawan, I. W., & Selamat, I. N. (2020). Analisis Minat Belajar Siswa Kelas XI MIA Pada Mata Pelajaran Kimia. *Jurnal Pendidikan Kimia Indonesia*, 4(1), 20–25. [Google Scholar](#)
- Hendriana, H., Euis, E. R., & Utari, S. (2017). *Hard Skills dan Soft Skills Matematika Siswa*. PT Refika Aditama.
- Karisma, E. T., Setiawan, D., & Oktavianti, I. (2022). Analisis Minat Belajar Siswa Pada Pembelajaran Kelas IV SDN Jleper 01. *Jurnal Prasasti Ilmu*, 2(3), 121–126. [Google Scholar](#)
- Kurniawan, D. E. (2017). Pengaruh Intensitas Bermain Game Online Terhadap Perilaku Prokrastinasi Akademik Pada Mahasiswa Bimbingan Dan Konseling Universitas PGRI Yogyakarta. *Jurnal Konseling GUSJIGANG*, 3(1), 97–103. [Google Scholar](#)
- Matrona. (2016). Upaya Meningkatkan Minat Belajar PKN Siswa Dengan Menggunakan Media Visual Di Kelas 1 SD Negeri 59 KM 2 Ngabang Kabupaten Landak. *Jurnal Edukasi*, 14(1), 83–93.
- Nasional, D. P. (2003). UNDANG UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN 2003 TENTANG SISTEM PENDIDIKAN NASIONAL. *Demographic ResearchD*, 49(0), 1-33 : 29 pag texts + end notes, appendix, referen.
- Nisa, A., & Renata, D. (2018). Analisis Minat Belajar Siswa dan Implikasinya Terhadap Layanan Bimbingan dan Konseling. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 5(2), 119–130. <https://doi.org/10.24042/kons.v5i2.3058>
- Nursyam, A. (2019). Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi. *EKSPOSE: Jurnal Penelitian Hukum Dan Pendidikan*, 18(1), 811–819. [Google Scholar](#)
- Pagarra, H. (2016). Peningkatan Hasil Belajar Matematika Melalui Model Pembelajaran Problem Solving Pada Siswa Kelas V SDN Kakatua Kecamatan Marisokota Makassar. *Jurnal Publikasi Pendidikan*, VI(3), 203–213. [Google Scholar](#)
- Rahayu, N., Ruskandi, K., & Wahyudin, D. (2021). Analisis Minat Belajar Siswa Pada Pembelajaran IPS Kelas V Di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(2), 71–80. [Google Scholar](#)
- Ricardo, & Meilani, R. I. (2017). Impak minat dan motivasi belajar terhadap hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 188–201. [Google Scholar](#)
- Riyani, R., Sultan, M. A., & Yulia, H. (2021). Analisis Minat Belajar Siswa terhadap Pembelajaran Daring pada Masa Pandemi COVID-19 Pada tingkat Sekolah Dasar. *PINISI: Journal Of Education*, 1(1), 231–238. [Google Scholar](#)
- Rojabiyah, A. B., & Setiawan, W. (2019). Analisis Minat Belajar Siswa MTS Kelas VII Dalam Pembelajaran Matematik Materi Aljabar Berdasarkan Gender. *Journal On Education*, 1(2), 458–463. [Google Scholar](#)

- Samsudin. (2008). *Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan SD/MI*. Litera Prenada Media Group.
- Suharsimi, A., Suhardjono, & Supardi. (2006). *Penelitian Tindakan Kelas*. PT Bumi Aksara.
- Supriyadi, M. (2018). Pelaksanaan Proses Belajar Mengajar Pendidikan Jasmani Olahraga dan Kesehatan pada Sekolah Dasar. *Gelandang Olahraga: Jurnal Pendidikan Jasmani Dan Olahraga*, 1(2), 64–73. <https://doi.org/10.31539/jpjo.v1i2.136>
- Syardiansah. (2016). Hubungan Motivasi Belajar dan Minat Belajar terhadap Prestasi Belajar Mahasiswa Mata Kuliah Pengantar Manajemen (Studi kasus Mahasiswa Tingkat I EKM A Semester II). *Jurnal Manajemen Dan Keuangan*, 5(1), 440–448. [Google Scholar](#)
-

Copyright Holder

© Dery, L.A.

First publication right :

INASPORT: Indonesian Journal of Sport, Health and Physical Education Science

This article is licensed under:



